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ABSTRACT

Canadian Indians face the threat of a loss of their once rich resources of fish, fur, and game as undeveloped lands are filling with tourists and new populations. Public awareness of this social problem has produced governmental loans and grants for business undertaking which require some training of recipients to make productive use of the available financial aid. Designed to assist people of Indian ancestry who are interested in preparing for jobs as owner-managers of their own businesses or for management positions with businesses owned by their band councils, cooperative and others, this brochure contains the rationale, content and instructional methodology utilized in a management course for small businessmen which was developed by the Training Research and Development Station. Subject areas covered include: (1) management process, (2) marketing, (3) finance, accounting and bookkeeping, (4) personnel management, (5) business law, (6) personal finance, (7) business communication, (8) production management, and (9) office procedures. (Author/SN)

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communications

personnel

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production

marketing

# INTRODUCING THE SMALL BUSINESS MANAGEMENT COURSE

Training Research And Development Station
Department Of Manpower And Immigration

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# INTRODUCING

# THE

# SMALL BUSINESS MANAGEMENT COURSE

TRAINING RESEARCH AND DEVELOPMENT STATION
DEPARTMENT OF MANPOWER AND IMMIGRATION

PRINCE ALBERT, SASKATCHEWAN

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# F O R E W O R D

This brochure outlines the rationale, content and methodology of the Small Business Management course developed by the Training Research and Development Station. The third edition of the course, which has recently been completed, features a number of new areas of content, as well as new approaches suggested by the testing and evaluation of the previous editions.

The Small Business Management course has been developed to prepare people of Indian ancestry for jobs as owner-managers of their own businesses or for management positions with businesses owned by bands, co-operatives and others.

The development of this course was initiated by Saskatchewan NewStart and completed by the Training Research and Development Station.

J. A. Jeanneau, Manager,
Business and Economic
Development Programs

February 1973

## 1. RATIONALE FOR THE COURSE

In the recent past Native people have participated to a very limited extent in their own economic development. As a result their knowledge of financial affairs is often limited and they tend to approach this field with some bewilderment. It may be hypothesized that until Native people become involved and do contribute to their own economic development they will remain at the lower rungs of society as far as economic welfare is concerned.

The poverty of Native people stretches far back, but they now face a new threat. In the past, they could manage on the natural resources of their environment. Now with expanding tourism and the rapid development of mineral and natural resource industries, previously undeveloped areas are being populated and developed with the consequence that the once rich resources of fish, fur and game are quickly disappearing. Add to this the rapid increase in Native population and we have the dimensions of a serious problem.

While it was once possible to eke out a living by traditional methods, Native people must now look for an alternative approach. In the last few years, there has been a growing unrest amongst Native people. They want the same amenities as the rest of the population and wish to have equal opportunity for economic betterment. Yet because of their lack of preparation, they often fail to see or are unable to take advantage of the opportunities which are developing quite frequently in their own area.

At the same time, there is a growing public awareness of a social responsibility. Government policy is rapidly changing to provide more adequate financial aid to meet the needs of Native people. In spite of the great need, there has been, as yet, little which has been done to prepare potential recipients of grants and loans, to make effective and productive use of these financial and economic resources.

The Small Business Management course described here is an attempt in this direction. Its purpose is to help Native people develop the necessary management skills to operate their own businesses, or those of bands, co-operatives, etc. The course will also prepare others for the growing number of local (band council, band management or program administration), provincial or federal government positions. By acquiring management skills, Native people will be in a better position to do an effective job in working toward their own and their community betterment.

The course does not try to make white men out of Native people. They have their own set of values and cultural heritage which they cherish and which they can use to enrich the larger society. The course attempts to build on what the students have rather than try to destroy it.

As the students develop in their knowledge of business management and as they discover that business does not contain mysterious concepts which Native people are not capable of mastering, they gain new confidence in themselves.

While teaching the course content is important, in preparing the students for business, the method or process of teaching it is equally if not more important. This aspect receives more emphasis than is found in most other courses. The course must be student oriented. To prepare students for their careers, the instructor should consider how the course content, the methodology, the projects, the dynamics of the group, can help develop the students problem-solving skills, their decision-making skills, their self-confidence, judgment, communication ability and their ability to think and strive towards their goal under occasional stressful situations. In other words, more than knowledge is required. The students need the management tools required to be effective in business.

## 2. DESCRIPTION OF THE COURSE

Since it is assumed that most students will have only a limited knowledge of business, the course undertakes to introduce them to the many areas of business management. The intent is to do this in such a way that the students see and understand the interrelationship between the management functions (planning, organizing, directing, controlling) and the different subject areas which make up the field of business management. With this goal in mind sequencing of lessons is undertaken rather than dealing with subject matter blocks. However for ease of description the content is described below by subject areas.

a. Course Content

The course is divided into nine different subject areas and consists of 134 lessons. The nine subject areas are listed below along with the subject code which is used for easy identification of lessons during the course:

| Subject Areas | Code |
|---|---|
| (1) Management Process | MP |
| (2) Marketing | MKT |
| (3) Finance, Accounting, Bookkeeping | FAB |
| (4) Personnel Management | PM |
| (5) Business Law | BL |
| (6) Personal Finance | PF |
| (7) Business Communication | BC |
| (8) Production Management | PROD |
| (9) Office Procedures | OP |

b. Subject Areas

(1) Management Process

This series of lessons attempts to show the relationship between the management functions and the various other subject areas. These lessons start with the individual and his needs and show how organizations are essential to fill these needs. To be effective, any organization needs management to guide it to its goal or objective. The functions of management necessary to help an organization reach its goal are planning, organizing, directing and controlling. These functions are studied in the light of the other subject areas. Two business projects are scheduled which will involve students in the functions of management and will have them use the other knowledge they have acquired. The management process lessons are listed below:

| | |
|---|---|
| MP1 | Introduction to the Course |
| 2 | The Individual and His Needs |
| 3 | The Organization |
| 4 | What Is Management? |
| 5 | What Is Small Business? |
| 6 | Success and Failure in Business |
| 7 | The Planning Function |
| 8 | The Planning Function Reviewed: First Project |
| 9 | The Organizing Function |
| 10 | Second Project |
| 11 | The Directing Function |
| 12 | On-the-Job Training |
| 13 | The Controlling Function |
| 14 | The Management Functions Reviewed |
| 15 | Business and the Community |
| 16 | The Businessman and Business Ethics |
| 17 | Review of the Course |
| 18 | Evaluation |

The lessons in management process should help students see the need for organizations, and the role of management in helping these organizations attain their goals. The lessons are the framework of the course. The students will see that if they have no plans or objectives for their organization, it is virtually impossible to organize, direct or control the organization in its everyday functioning.

(2) Marketing

The lessons in this series cover the many steps involved in getting the goods and services from the producer to the consumer. The lessons are:

| | |
|---|---|
| MKT1 | Introduction to Marketing |
| 2 | What Is a Market? |
| 3 | Sizing Up a Market Opportunity |
| 4 | The Right Product and Right Service |
| 5 | Middlemen |
| 6 | Purchasing |
| 7 | Stockkeeping |
| 8 | Setting Prices |
| 9 | Promoting Your Business |
| 10 | Advertising |
| 11 | Salesmanship |
| 12 | Merchandise Layout and Display |
| 13 | Analyzing Your Market |

(3) Finance, Accounting, Bookkeeping

This is the subject area which requires the most class time. It introduces the students to bookkeeping, accounting, credit, financial statements and their interpretations. The bookkeeping system is a simple double entry system which starts at an elementary level and builds on the knowledge the students acquire to take them on to related topics. Many exercises are included in the lessons to give the students practice in doing the book work. The lesson titles are:

| | |
|---|---|
| FAB1 | Introduction to Finance, Accounting and Bookkeeping |
| 2 | What is Bookkeeping, Accounting and Financial Management? |
| 3 | What is a Business Worth? |
| 4 | Starting the Bookkeeping System |
| 5 | Recording Business Transactions |
| 6 | Recording Revenues and Expenses |
| 7 | Doing the Trial Balance |
| 8 | Doing the Work Sheet |
| 9 | Making a Profit and Loss Statement |
| 10 | Making a Balance Sheet |
| 11 | Recording Closing Entries |
| 12 | Sources of Funds to Start a Business |
| 13 | Bookkeeping Reviewed |
| 14 | Recording Your Purchases |
| 15 | Should You Sell on Credit? |
| 16 | Recording Credit Sales |
| 17 | Recording Cash Receipts |
| 18 | Sales Tax |
| 19 | Recording Cash Payments |
| 20 | The Daily Cash Sheet |
| 21 | Banking |
| 22 | The General Journal |
| 23 | Inventory |
| 24 | Making Adjustments |
| 25 | Financial Statements |
| 26 | Payroll Records |
| 27 | Recording the Payroll |
| 28 | The Synoptic Journal |
| 29 | Depreciation |
| 30 | Year-End Adjusting |
| 31 | Preparing Financial Statements |
| 32 | Year-End Reporting |
| 33 | Personal Income Tax |
| 34 | Business Income Tax |
| 35 | Financial Management |

| | |
|---|---|
| FAB36 | Analyzing the Profit and Loss Statement |
| 37 | Analyzing the Balance Sheet |
| 38 | Working Capital |
| 39 | Planning and Budgeting |
| 40 | The Cash Budget |
| 41 | The Operating Budget |
| 42 | Projected Financial Statements |
| 43 | Sources of Financing |
| 44 | Finance, Accounting, Bookkeeping and the Management Process |

(4) Personnel Management

Building on the lesson of individual needs, the students examine the reasons why people work. They see Personnel Management as the job of helping both the worker and the organization reach their goals. The list of lesson titles provides an overview of the topics covered.

| | |
|---|---|
| PM1 | Why People Work |
| 2 | What is Personnel Management? |
| 3 | Different Types of Leaders |
| 4 | Morale in Your Business |
| 5 | Establishing the Need for New Employees |
| 6 | The Search for New Employees |
| 7 | Interviewing Job Applicants |
| 8 | Selecting the Best Man for the Job |
| 9 | Training Personnel |
| 10 | Giving Workers Responsibility and Measuring Their Performance |
| 11 | Communicating with Employees |
| 12 | Be a Good Listener |
| 13 | Roadblocks to Communication |
| 14 | The Grapevine |
| 15 | Disciplining Your Employees |
| 16 | Different Pay Plans |
| 17 | Labour Relations (Laws) |

(5) Business Law

This subject provides an introduction to some aspects of business law which are important in the small business management area. The lesson titles are:

| | |
|---|---|
| BL1 | Introduction to Business Law |
| 2 | Introduction to Different Forms of Business Organization |
| 3 | Proprietorships and Partnerships |
| 4 | Limited Companies and Co-operatives |
| 5 | Legal Steps Required in Setting Up Each Form of Business Organization |
| 6 | The Legal Contract |
| 7 | Special Contracts: The Sale of Goods |
| 8 | Special Contracts: Business Insurance |
| 9 | Ownership and Transfer of Real Estate |
| 10 | Leases |
| 11 | Mortgages |
| 12 | Insolvency and Bankruptcy |
| 13 | The Indian Act |

(6) Personal Finance

The ability of an owner-manager to manage his personal finances will determine the success of his business. The lessons in this subject area are:

| | |
|---|---|
| PF1 | Introduction to Managing Your Family Money Matters |
| 2 | Family Budgeting |
| 3 | The Importance of Saving |
| 4 | Consumer Credit |
| 5 | Interest Calculations |
| 6 | Personal Insurance |
| 7 | Your Will and Estate |

(7) Business Communications

An area of practical utility to every businessman, in his everyday work, is better communication. The lessons in this subject area attempt to make the prospective businessman more skilled and more at ease in the field of communication. The number of lessons is not large but the instructor is encouraged to plan practise exercises and to use every opportunity during the course to develop the communication skills introduced by these lessons.

| | |
|---|---|
| BC1 | The Communication Process |
| 2 | Communicating in Business |
| 3 | Writing Business Letters and Reports |
| 4 | Speaking in Business |
| 5 | Conducting Business Meetings |

(8) Production Management

This series of lessons is intended for students who wish to orient themselves towards manufacturing or production. The lessons can help any students broaden their outlook but if the instructor feels that no students will be interested in the production field he may omit this subject area. The lessons in this subject are:

| | |
|---|---|
| PROD1 | Introduction to Production |
| 2 | What Product Should You Produce? |
| 3 | Plant Location |
| 4 | Plant Layout and Work Simplification |
| 5 | Obtaining and Maintaining Equipment |
| 6 | Quality Control |
| 7 | Production Costs |
| 8 | Break-even Analysis |
| 9 | Planning and Scheduling Production |
| 10 | Is Production Management Necessary? |

(9) Office Procedure

Many small businesses find office work a real burden. This subject introduces the students to methods which can simplify the work. The lessons in this area are:

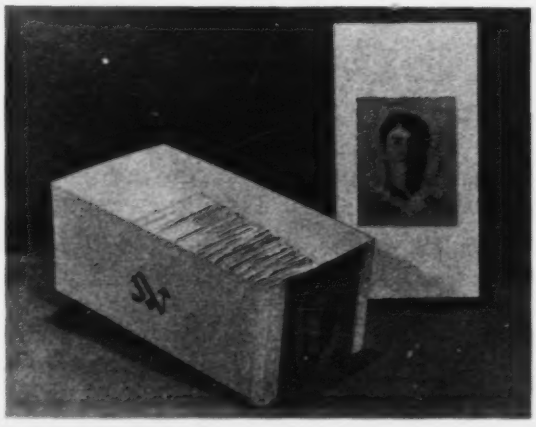
| | |
|---|---|
| OP1 | Introduction to Office Procedures |
| 2 | Filing |
| 3 | Handling Mail |
| 4 | Office Machines |
| 5 | Duplicating |
| 6 | Office Supplies |
| 7 | How Can Office Procedures Help the Business |

## 3. SEQUENCING OF LESSONS

It was indicated previously that the lessons are not conducted as subjects. Sequencing takes place by drawing lessons from the different subject areas and arranging these serially rather than by subject area. This approach illustrates that business management is the use of all the subject areas in the successful operation of a business. It also provides the students with a variety of material and with an opportunity to integrate the various aspects of business into a comprehensive entity. Traditionally the students had to integrate and interrelate the different subject areas on their own. In this course it is the instructor's responsibility to help the students discover the relationship between the management process and the other lessons of the course. Ideally the lessons of the course should fit together as pieces of a puzzle to give the students a good perspective of the functions of management.

## 4. COURSE MATERIALS

The course materials are divided into student materials and instructor materials. The student materials consist of readings, cases and exercises. Each lesson has readings which have been specially written for the course at a level which students without previous training can understand. The cases are used as discussion starters and stimuli, while the exercises provide students with practice in accounting. There are approximately 1,000 pages of student materials: sufficient material for a class of 20 students are packed in boxes. Dividers identifying each lesson separate them in the box and so facilitates their removal for use in class as required.



The instructor materials consist of four volumes with approximately 2,000 pages. The instructor's manuals contain lesson plans, list of references and the resources required. Each lesson has the following parts:

a. Overview

It gives the instructor an overview of the lesson content and helps him relate the lesson to previous lessons and future lessons, as well as to the management process. The instructor can thus better assist the students in realizing the importance of the lesson and its relationship to other lessons.

b. Objectives

This section sets out the objectives of the lesson.

c. Reference Material for Instructor

Various reference books are suggested as supplementary reading for the instructor should he wish to use them in preparing his lesson.

d. Resources Required

This section lists the different resources required for the lesson. Films, projectuals, cases, etc. are listed as required.

e. Methodology

A methodology is suggested which will help the instructor reach the desired objective using a problem solving approach. Each

objective goes through the following phases:

- stimulus (need for awareness of a situation to facilitate learning)
- clarify problem
- provide information (use of Readings, films, tours, resource people, etc.)

f. Indicator

The instructor has to know whether he has obtained his objective or not. Some of the indicators provided are specific while others require the instructor to assess by means of the group discussion and student involvement whether the objective has been reached or not. If the instructor feels he has not reached the objective, he should use other methods to help the students learn the objective. A summary or overview with emphasis on the integration of the lesson in the management process should be given at the end of each lesson.

## 5. DURATION OF THE COURSE

The course takes approximately five months of class time and one month of on-the-job training. The course may take more or less time depending on the level of experience and knowledge at the commencement of the course and the ease with which students can learn.

## 6. TRAINING METHODS

The lecture method is used very little. Instead the discussion technique is used extensively. Learning is facilitated if the new

knowledge can be related to the students' previous experiences. The learning must have relevancy. Since for many students this experience is limited, it is important for the students to discuss freely the ideas and material of the course and relate it to their own experiences and that of their instructor.

Discussion is encouraged and facilitated by using a group dynamics approach by means of which students actively participate and become involved in the learning experience. A group of 20 students is considered the maximum number for this approach. Small groups are also frequently used to have students work on special problems or assignments.

Students are encouraged to discover for themselves the elements of business. The instructor uses many methods to encourage involvement, participation and discovery. The following are some of the methods incorporated in the lesson plans.

a. Brainstorming

A variation of brainstorming is used by which the students list and discuss their ideas on a specific topic. This is a useful means for the instructor to determine the level of understanding, as well as the amount of student experience on a specific topic. It is then possible for the instructor to build on this experience and knowledge. Learning is thus built on familiarity and can be more relevant.

b. Lecturette

The lecturette, a short explanation or talk combined with discussion and examples, helps keep the content relevant and at the students' level. The traditional lecture method often overlooks the students' knowledge, skills and attitudes to provide the most information in the least time. Since most Native students have limited experience in business, the lecture is a waste of time unless the students get information in small doses, and unless they can relate what they learn to their previous knowledge. Examples should be taken from the students' previous experience. It is more useful to relate business practices and principles to such businesses as a general store, a service station, a commercial fishing operation, a tourist outfitting camp or whatever the students' experiences have been than to General Motors, Dupont, etc.

c. Cases

Short cases are used in the course as stimuli and discussion starters. Most of the cases have been adapted from real life situations.

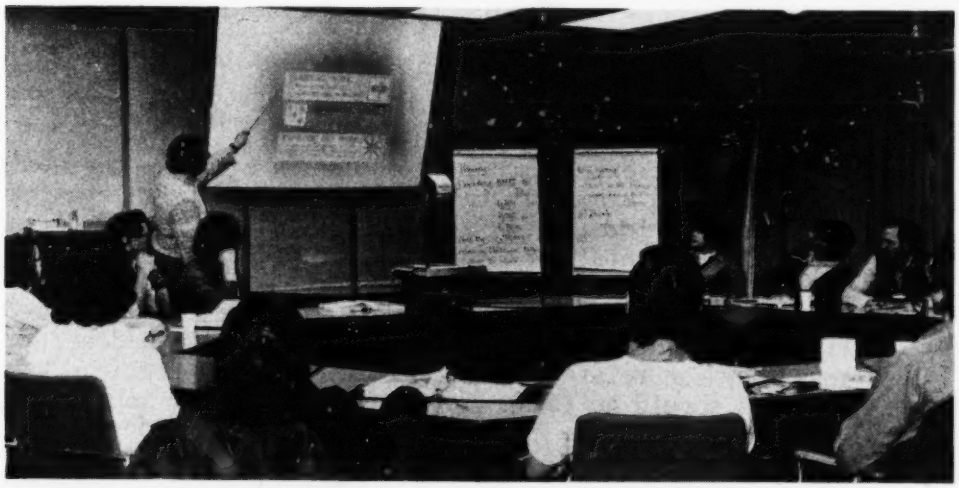
d. Films and Filmstrips

Films and filmstrips are very useful in providing vicarious

experiences which the students can then discuss and relate to their own experiences.

e. Projectuals

Projectuals or overhead transparencies are also effectively used to encourage discussion, to facilitate retention and to provide a summary of information.



f. Role Playing

Role playing is a means of placing students into a situation which is difficult unless they experience the role. For instance, telling a customer that you cannot give him credit or telling a relative that you cannot hire him or applying for a loan are examples of role playing which can give a feeling for a situation that discussion or films cannot give as clearly.

g. Tours

Tours and field trips can help the students see the application of the newly acquired knowledge. Visiting a wholesaler, a Native business, a manufacturing concern can provide valuable insight.

h. Resource People

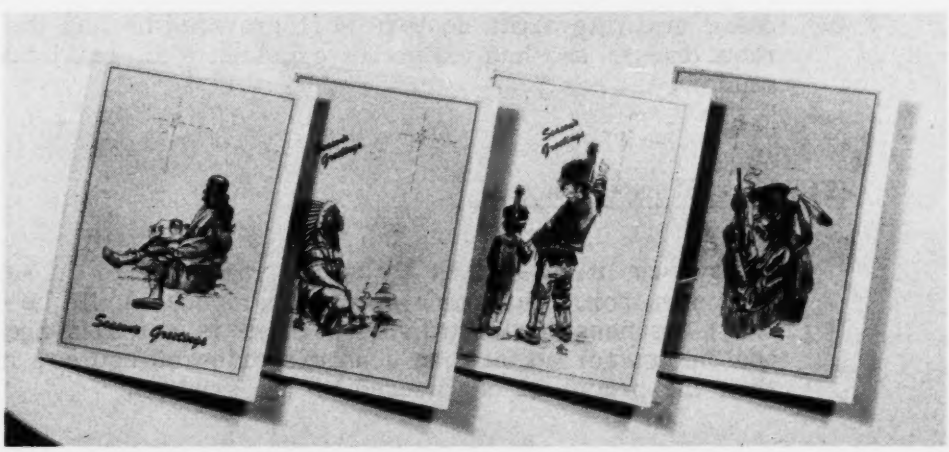
The course makes use of resource people to bring the students in contact with the people with whom they will be doing business. Bankers, lawyers, accountants, businessmen, government officials should provide the students with an opportunity to learn, to question and to obtain information. It is also an effective method of giving confidence.

i. Public Speaking

Public speaking helps improve communication skills and helps give self-confidence.

j. Projects

Students learn the practical applications of learning by conducting a small business project in the community while attending the course. The practical aspects of personnel, marketing, accounting, etc. are experienced by doing these in a small project. The photo illustrates a Christmas card project undertaken by a group of students.




k. On-the-Job Training

The on-the-job training is an opportunity to observe and do

some of the jobs of the business manager. The experience provides a basis for new learning and will help make learning more relevant.

## 7. ADMINISTRATIVE ASPECTS OF THE COURSE

### a. Selecting the Instructor

For the course to be successful the instructor must have a philosophy of adult learning which permeates all his work. It is strongly suggested that the instructor obtain special training which will facilitate use of the group process in conducting the course. The hiring of an instructor should take into consideration the candidate's academic training, his experience in business and his personal qualities and attitudes.

#### (1) Academic Training

The instructor should have some formal training in the business management field such as a university degree in commerce or business administration. However, a person with less academic training might do very well provided he had the other requirements and had extensive experience in small business management.

#### (2) Related Experience

Experience in management is an important factor in selecting an instructor. This management experience should be in the small business field, otherwise there is a real danger that the instructor conduct an academic oriented course, rather than the practical one needed by the student.

The experience should be general in nature. An accountant, a marketing or personnel specialist may impart the point of view that their speciality is the most important and develop that aspect to the detriment of the other areas of management.

(3) Personal Qualities and Attitudes

- The instructor should have a genuine interest in working with Native adult students.
- He should be student oriented and share the philosophy that the purpose of the course is to prepare individuals for business.
- He should be flexible, enjoy working with groups and be able to adapt easily to new situations.
- He should also possess good communication skills.

b. Training the Instructor

Since the course relies heavily on group process as a learning technique, it is important that the instructor be skilled in this field. It is highly desirable that the instructor follow an intensive course in group dynamics, human relations, and problem-solving techniques. Without this orientation, the instructor may find himself drifting back to traditional methods. The instructor should also have the opportunity to work for a few weeks with an experienced instructor to gain an on-the-job experience with a group of students. This could prevent many pitfalls. It would also facilitate the learning of the course materials as well as many administrative aspects of the course.

The combined group process and on-the-job training could take from four to six weeks.

c. Facilities

The facilities for conducting the course need not be elaborate. The room should be large enough to accommodate the students at tables in a circular setting as illustrated in the photographs. The students should have comfortable chairs. The room should have ample light and a source of dependable heat.

d. Adapting the Course to Local Needs

The course has been developed to be flexible in its use. No two classes of students will be alike and the needs of the students and the sponsoring agencies will differ. The instructor can quite easily adapt the Small Business Management course to the local needs.

e. Student Recruitment and Selection

(1) Stages

Two stages may be distinguished in the process of obtaining students for the course. The first stage is recruitment, the second stage is selection.

The recruitment stage involves obtaining many applications for the course. In order to do this, the sponsoring institution or agency will want to involve other agencies in the job of recruitment. The agencies that might provide assistance will vary from area to area but the following should be among those contacted:

- Native associations
- Friendship centers
- Canada Manpower Center
- Department of Indian Affairs
- Department of Regional Economic Expansion
- Provincial funding agencies for Native projects and programs
- Provincial Departments of Education
- Other provincial departments which are involved in Native programs
- Native newspapers

It is important that those people and agencies who are co-operating in the recruiting understand the type of training involved.

The selection stage consists of choosing from amongst the people recruited, the potential students. A selection committee can be given this function.

(2) Criteria

Each sponsoring agency or institution will want to establish its own selection criteria. The following points can help in establishing these criteria.

(a) As a prerequisite the students should have the equivalent of an adult grade 10 academic standing. They should also possess problem solving skills, human relations and communication skills which are adequate for them to function in a responsible and appropriate fashion in solving their personal, family and job problems.

(b) They should be between the ages of 25 - 45. Although this can vary depending on circumstances.

(c) There should be as many married couples as possible especially for those who plan to go into business for themselves. The small business enterprise is so closely tied in with the family that the wife should understand what business is all about, otherwise she may be a hindrance to the success of the business rather than an asset.

(d) They should be of average intelligence or better.

(e) They should have an expressed desire to go into business or use the course for helping them obtain a job in a Native association, band administration or other type of management job.

(f) They should be free of serious personal problems such as alcoholism, serious financial problems, etc.

(3) Lead Time Required

It is important for the sponsoring institution or agency to plan its Small Business Management course well in advance. The recruitment and selection phases require considerable time.

In many areas, it is not possible to obtain the necessary number of students with the prerequisite grade 10 and the necessary level of personal problem solving skills. This means that the prerequisites must be given the students prior to the Small Business Management course. Depending on the needs of the students this may take three or four months. Saskatchewan NewStart has developed courses in academic upgrading and in the development of the problem solving skills which are well-suited to providing the necessary prerequisites. The 5-10 upgrading course is called LINC* and the course with the objective of developing human relations, problem solving, group process and communication skills is called Life Skills.*

Even if it is possible to have students who meet the necessary prerequisites, it may still be desirable to give the students a two-week course in group process. The Small Business Management course uses the group process extensively as a learning environment. A prior group experience, unrelated to business management, may facilitate learning in the Small Business Management course.

(4) Final Selection

Assuming students with the necessary prerequisites cannot be found, it will be necessary to select students to take the upgrading and life skills courses. These courses are conducted concurrently at 1/2 day each.

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*LINC (Learning Individualized for Canadians) and Life Skill courses are available from Saskatchewan NewStart Inc., Box 1565, Prince Albert, Saskatchewan, S6V 5T2.

However, to provide for the necessary 15-20 students for the Small Business Management course it will be necessary to select about 1/3 more students for the upgrading and life skills courses. This allows for the normal drop outs and for students who see new alternatives which they prefer. This is not a loss of time or effort since giving the students alternatives is the important objective of training.

The final selection for the Small Business Management course must be made from the students who have completed the necessary prerequisites. Students who are not selected for a current course can register their names for a future course. The final selection should consider such factors as student attendance, learning ability, attitude towards future career, motivation, etc.

f. Miscellaneous (Costs, Allowances, Etc.)

There are numerous administrative duties which are important for a successful course. Some of these are briefly reviewed.

(1) Student Allowances

Students will require living allowances while on course. These will have to be arranged well in advance of planning a course.

(2) Living Accommodation

Finding living accommodation can provide some difficulties especially when the whole family must be relocated. In larger urban centers the problem may not be as severe, but students will usually require some assistance if it is the first experience with urban living. A list of satisfactory accommodations may help new students.

(3) Course Location

The LINC and Life Skills courses can be conducted in small communities or in a central location, but it is suggested that the Small Business Management course be conducted in an urban setting so students can observe many businesses.

(4) Cost Associated with Conducting the Course

The cost of conducting the course can be divided into two categories:

(a) Non-recurring Cost (Approximate)

Equipment

| | Essential* | Optional |
|---|---|---|
| Cassette Recorder | $ 100.00 | |
| Overhead Projector | 140.00 | |
| Slide & Filmstrip Projector | | 130.00** |
| Turn Table | | 35.00** |
| 16mm Movie Projector | 650.00 | |
| Adding Machine | 125.00 | |
| Screen | 50.00 | |
| 2 Flip Charts | 40.00 | |
| Videotape Recorder and Monitor and camera | | 2,000.00 |
| Sub Total | $1,105.00 | $2,170.00 |
| Reference Library | 350.00 | |
| Overhead Projectuals | 250.00 | |
| Instructor's Manuals | 30.00 | |
| Total Non-recurring Cost | $1,735.00 | |

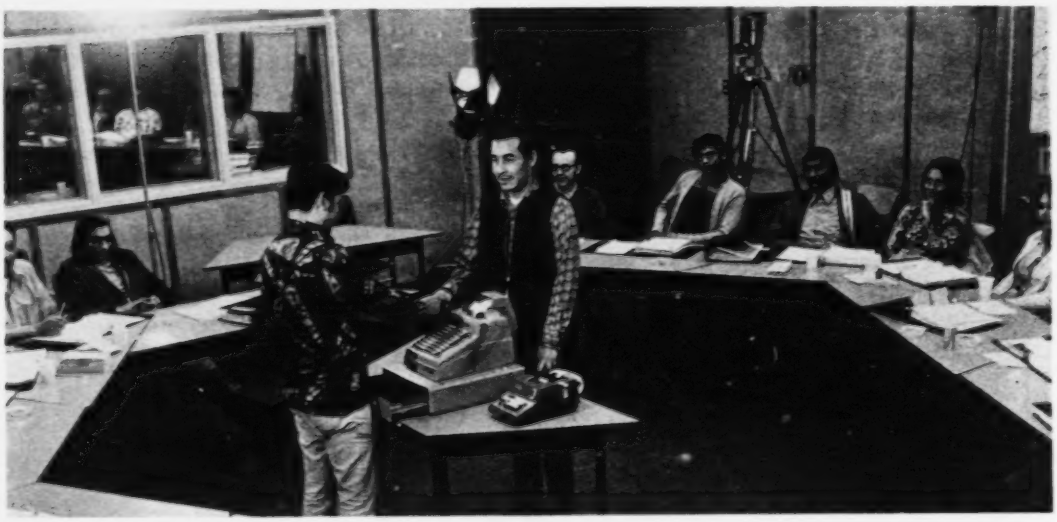
*Many of the items listed may already be available.

**Because of their limited use these should be borrowed or rented.

(b) Recurring Cost with Each Course (Approximate)

| | |
|---|---|
| Kit of student materials | $ 375.00 |
| Film rental | 250.00 |
| Supplies | 225.00 |
| Student Expenses (tours, projects, etc.) | 300.00 |
| Total Recurring Cost | $1,150.00 |

In addition to these recurring costs there is the cost of occupancy, instructor's salary and other overhead items.



## 8. CONCLUSION

As previously stated the objective of the Small Business Management course is to prepare the Native students who have likely had little experience in business, to be small business owner-managers or to work in government or band or co-operative businesses. Some will undoubtedly be ready to start their own small businesses on completion of the course. This will depend on the planning and thought which the individual has put into preparing for entry into the business. Others, and perhaps the

majority, will progress through various phases of on-the-job training as clerks, assistant managers or managers of businesses owned by others. The course in Small Business Management will permit them to learn much more rapidly and will also facilitate learning in areas which would previously have been completely foreign to them. On-the-job training without taking the course would give very limited results because of lack of background. On the other hand, on-the-job training after the Small Business Management course, would not only be highly desirable and beneficial, but for many of the graduates a necessity so they could gain more insight into the various practical facets of a business.

A six month course in business management cannot hope to teach all there is to know about business management especially when one considers the lack of related experience most students will have had. The course will give the students the fundamental knowledge and skills required. Students should see business management as requiring a life time of learning rather than a six month course after which there is no further need of learning.